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ABSTRACT

This paper disputes the notion that an advanced degree is required for all work in the field of psychology and suggests that those with a bachelor's degree in the field are employed in many areas where they use their training, but are not called psychologists. Another effect has been that industry and government offer few jobs to psychology baccalaureates. The University of Washington now offers two undergraduate psychology programs: the traditional one that prepares a student for graduate work in the field, and a new program that requires 50 hours in psychology, but has no fixed curriculum. The main feature of the new program is its interdisciplinary approach that allows students to learn about areas in which they will apply their psychology background. This paper briefly discusses the program and presents the supplementary course work in ten other departments: architecture, art, business administration, communications, English, forestry, music, physical education, social work, and sociology. (AF)

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Interdepartmental Programs to Produce Bachelor's Psychologists

Patricia W. Lunneborg and Christine N. Kanda

This paper was presented at the American Psychological Association meetings in Miami Beach, September 1970, and describes a program for preparing bachelor's level psychologists in cooperation with ten other academic departments. Supplementary course work for specific vocations in which psychology is applied is presented for architecture, art, business administration, communications, English, forestry, music, physical education, social work, and sociology. Arguments are given for abandoning the long accepted and promulgated notion that to work in psychology one had to have an advanced degree.

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Interdepartmental Programs to Produce Bachelor's Psychologists

Most academic psychologists have no trouble responding to the question of what they think psychology majors ought to take. They tend to begin immediately with the psychology courses critical for a solid footing in experimental psychology and statistics, as well as those courses essential for a broad background. They then generally proceed to algebra, zoology, logic, social science, etc. Few of them will doubt that the courses they list are not universally applicable for all students since most psychology professors have clear, firm ideas of just what a psychology major should study. They may argue the details freely among themselves--how many labs should be required, whether some physics is desirable, what foreign languages to recommend--but they all presume expertise in the matter and weigh one another's notions accordingly. Very few of them will look at you quizzically to start with and ask, "Major in psychology for what purpose?" The program to be described came about principally through asking those who had graduated what use they were making of their major and discovering purposes never dreamed of by the faculty.

"They" already exist and some of their titles even come fairly close to challenging the myth that there is no such thing as a bachelor's psychologist. At the University of Washington (UW) some of the more truthful labels include "psychotechnician," "statistician," and "psychometrist." But the observing, recording, and shaping of child behavior in the Experimental Education Unit is done by an "educator," case history material collected and reported to staff at the University Hospital by an "interviewer," and the conduct of experiments with epileptic monkeys at the Primate Center is the responsibility of a "research technologist," yet the training of all these individuals is the same--a bachelor's degree in psychology. Whether or not they ever get called

psychologists is perhaps not important. But it is very important that our field abandon the long accepted and promulgated notion that to work in the field of psychology one had to have an advanced degree.

The effect of believing the myth is pervasive. To begin with it determines the undergraduate curriculum. At the University of Washington until 1968 psychology majors were limited to a small group of students who had to demonstrate above average potential by completing the required laboratory and statistics courses with a B or better before they were allowed in the department. They were told their bachelor of science degree had only one purpose, to prepare them for graduate work in psychology. Furthermore the Department offered no applied courses and stressed scholarly research in every area of specialization, including personality, child development, and social psychology.

The paradox of these restrictions in curriculum and orientation was that fewer than one-third of the Department's baccalaureates went on to do graduate work in psychology (Lunneborg, 1968) and this paradox extends across the country. Boneau (1968) reported that from every 1,000 undergraduate psychology majors only 250 ever get a master's degree. Boneau was seriously concerned about the manpower waste implicit in this situation and expressed regret that many departments were refusing opportunities to train practitioners at the subdoctoral level.

A second serious effect of the myth is that industry and government have been convinced to such an extent that there are in fact very few jobs for psychology baccalaureates. After all Super (1968) has said to the question of who should enter psychology, "To be fully trained as a psychologist one must have a doctorate, and to be employable as a technician in psychology a Master's degree is essential." Understandably, the 1969

information sheet on the psychology major at the UW Office of Career Planning and Placement begins with "the B. S. degree in psychology is not sufficient for professional work in the field." This Office naturally does nothing in the way of planning or placement for psychology undergraduates since its counselors believe a psych B. A. has no vocational value. The primary responsibility for the fact that B. A. psychologists cannot function vocationally as B. A. physicists and chemists have for years lies with the academic departments which produce them. These departments must not only face the fact that jobs requiring a psychology background already exist under different disguises, but they may want to help create jobs in the same way that OEO's New Careers Program has. New Careers has said in effect that there <u>is</u> a manpower need for teacher aides, parole aides, recreation aides, etc., and began training people for these occupations even before civil service job descriptions were written.

The University of Washington's Department of Psychology is now pursuing a different approach to undergraduate instruction which while too new to detail its effects provides an example other departments might want to consider. Anyone who wants to major in psychology now can which is at least more morally defensible than the old restrictive policy. Students used to ask why wanting to be doctors or teachers or social workers prevented them from majoring in psychology. There are now two bachelor's programs. The preprofessional B.S. which continues to be a model for what one needs to do to get admitted to graduate school in psychology and to successfully complete an advanced degree. It requires a year of calculus, extra natural science, undergraduate research credits, 15 quarter hours at the 400-level, a GPA in

psychology of 3.30, etc. The new B. A. on the other hand is simply 50 hours of psychology with no fixed curriculum beyond an introduction to the methodology of psychology through laboratory and statistics courses.

The critical new ingredient of the B. A. is the evolution in interdepartmental curricula which students can trust will result in employment where they can apply their psychology background. The Department does not have to worry about placing its undergraduates committed to other vocations--librarianship, law, medicine, education. It does have to worry about what its graduate students are going to do with a master's or Ph.D. but it shares that headache with all the other professional graduate programs that entice and accept B. S. type students. What the Department has had to face, however, was the question of what could be done vocationally with a bachelor's degree and how to convey this information to those who would be weighing various courses of action.

Considering that 200,000 psychology majors will appear in the next 10 years who will not get graduate degrees (Boneau, 1968), it is imperative that a model be quickly developed and demonstrated for any academic department which desires to satisfy both its research ideal and the vocational needs of all its students. These vocational curricula must be interdisciplinary because of the impossibility of any psychology department adding all the diverse practical courses needed for the multitude of jobs judged appropriate for B. A. psychologists. By sharing this training with other departments the threat is removed of having to finance and staff large applied programs to meet the immense manpower need at the B. A. level (Rappaport, 1970). A natural reaction to reading Rappaport's evaluation of the huge need for B. A. people in community mental health alone is to groan "I hope other departments

are doing something about that." While a department such as the University of Washington certainly can stand to become a bit more applied, it can immediately produce skillful, employable, much-needed B. A. professionals with a little help from its friends.

In consultation with faculty advisers in other departments at UW ten supplementary programs have been devised for combination with psychology which lead to specific occupations (see appendix 1). The areas with an example of a vocational possibility for each are: architecture (community relations specialist in urban planning), art (institutional art therapist), two business administration fields, operations management and personnel (personnel manager in charge of test validation), communications (market researcher), English (mental health editor), forestry (interpretive specialist), music (institutional music therapist), physical education (recreation leader), social work (caseworker), sociology (administrator of a community treatment agency).

These supplementary curricula are expected to undergo considerable revision as students test them out. Through their undergraduate psychology field work course students can get actual work experience for credit in all of these areas. During the 69-70 academic year students worked as a personnel interviewer, assistant art therapist for special education classes, as novice parole and probation counselors for juvenile and adult services, as recreation supervisor for the park department, as physical education teacher at a school for exceptional children, as administrator of a halfway house for adult retardates, as counselor at a home for alcoholics, to mention a few. As these students find employment they will have recommendations for changing these programs. Their employers as well can be consulted for their

ideas about what supplementary courses should be advised. Interviews must be conducted with local federal and state personnel departments, and with personnel managers of hospitals, school districts, colleges, and large industries to delineate other specific vocations which would depend on a background in psychology and to define the additional educational requirements to qualify the B. A. psychologist upon graduation. Still to be explored on campus are combinations with the biological and health sciences (animal technician and research assistant, psychopharmocologist, physical therapist), and with mathematics (computer programming in testing program, psychometrician, statistician).

The Department surveys its baccalaureates at the time of graduation and every year thereafter which data allow for evaluating the success of this idea. Students are encouraged to keep in touch through maintaining a confidential folder for each which contains faculty and community agency letters of recommendation to be used repeatedly in locating suitable jobs or further education. Hopefully, the concept of the B. A. psychologist will gain acceptance and create more jobs once it has been demonstrated that the combination of psychology with other areas of competence produces well-trained personnel for a host of occupations. And more importantly, it is hoped the job satisfaction of the majority of psychology majors will increase when they find they don't have to leave it all behind when they graduate.

As Boneau (1969) said, "The opportunity (for psychology) is to provide a large segment of the population with a significant, meaningful experience with psychological materials and ideas. Complex public and social problems

have assumed an urgency calling for the use of psychological principles and skills in a variety of ways by increasing numbers of individuals. Psychology has the opportunity and responsibility of directing sizable numbers of trained individuals...toward the alleviation of societal problems by the application of what is known..."

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Architecture Supplement to the Bachelor of Arts in Psychology

The correlation between human needs and environment would be the main focus of the psychology student interested in architecture. A bachelor's in psychology would qualify a student for a two-year program leading to a second bachelor's in Environmental Design. However, supplementary work which can be taken with instructor's permission would lead to employment in:

1. Public and community relations in architecture and urban planning
2. Manipulation of the environment to conform to human needs

    (a) organization of exhibits for perceptual clarity and understanding
    (b) presentation of advertising
    (c) convention organization (spatial considerations for human comfort)

Supplementary architecture courses:

Architecture 340 Environmental Awareness: Ecosystems (3)
Introduction to general concepts of systems and an interdisciplinary development of concepts and problems of human and physical ecology.

Architecture 341 Environmental Awareness: Appreciation (3)
Survey of the sensory and intellectual qualities of the environment. Prerequisite, 340.

Architecture 342 Environmental Awareness: Prognostics (3)
The future of the environment--forces and problems, techniques and tools; the environmental design professions and emerging alternative environments.

Architecture 430 Environmental Control Systems I (3)
Investigation and evaluation of methods of analysis, established theories for environmental control; climate control systems, illumination and daylighting systems, sound control systems, mechanized and unmechanized circulation systems, safety systems, communication systems, waste removal and discharge systems.

Architecture 440 Human Needs Analysis (3)

The development of programming methods for the study of human needs in relation to architectural design.

Architecture 441 Laboratory in Human Needs Analysis (3)
The application of human needs programming methods in architectural settings. Prerequisite, 440.

Architecture 442 Social Implications of Architecture (3)
A consideration of the ways man both shapes and is shaped by his physical environment.

Architecture 460 Design Theory and Analysis (3)
Design theory, analysis of planning, and building types.

Architecture Resource Faculty: James Sanders
University of Washington Bulletin 1969/70

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Art Supplement to the Bachelor of Arts in Psychology

This work is not intended for the student who wishes to prepare for a career of teaching art in the public schools. It is instead designed to provide the background necessary to use art media as therapy in various governmental institutions such as residential schools for the retarded, mental hospital, corrective facilities, etc.

Supplementary art courses:

Art 105, 106, 107 Drawing (3, 3, 3)
Perspective, light and shade, composition.

Art 109, 110 Design (3, 3)
Art structure as the basis for creative work. Organization of line, space, and color.

Art 129 Appreciation of Design (2)
Lectures on design fundamentals, illustrated with slides and paintings, pottery, textiles, etc.

Art 256 Painting (3)
Beginning oil painting. Prerequisites, 107, 110, 129.

Art 259 Water-Soluble Media (3)
Prerequisites, 107, 110, 129.

Art 493 Problems in Art Education (3, max. 9)
A course designed to consider significant and critical problems in the field of art education.

Art 494 Instructional Materials in Art Education (3, max. 9)
The preparation of teaching materials in selected media appropriate to the learner and with concern for subject matter.

Supplementary education courses:

Educational Psychology 304 Educational Psychology (5)
The basic undergraduate course in psychology is concerned with the study of human learning in the educational setting. Learning, motivation, technology, the cognitive process, human development and socialization, the affective processes and attitude change, and classroom management are examined. Emphasis is placed on the decelopment of competence in manipulation of events known to influence effective classroom learning.

EDC&I (Curriculum & Instruction) 340 Elementary Art Education (2) or
EDC&I 341 The Teaching of Art in the Secondary School (3)

EDSPE (Special Education) 404 Exceptional Children (3)
Atypical children studied from the point of view of the classroom teacher. Prerequisite, EDPSY 304.

EDSPE 403 Education of the Emotionally Disturbed (3) or
EDSPE 405 Educating the Mentally Retarded (3) Prerequisite for either is EDSPE 404.

Art Resource Faculty: Stephen Dunthorne
University of Washington Bulletin 70/72
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Business Administration Supplements to the Bachelor of Arts in Psychology

The psychology student interested in business would probably concentrate in either operations management or personnel and industrial relations. A major in psychology combined with either business area would qualify the student for many managerial positions and various in-service training programs within companies.

The following supplementary courses are recommended for Operations Management:

Operations Management 301 Principles of Operations Management (3)
Fundamentals of operations management and the techniques used in the analysis and control of operating systems. Background of management decision making and systems analysis, concepts of alternate systems of operations, selection of resources, scheduling and control of the flow of transactions in systems, maintenance of efficiency, statistical analysis of systems behavior, use of computers and quantitative models in analysis and control of operations.

Quantitative Methods 200 Computer Programming (1)
Instruction in the programming and use of the computer; applications to business problems.

Nine hours from:

Operations Management 441 Systems Theory and Design (3)
Theory and analysis of systems design, including the tools and techniques which are particularly useful in systems design, e.g., computers, network analysis, and simulation. Prerequisite, 301.

Operations Management 442 Operations Analysis (3)
Theory and analysis of operations; including capital equipment selection and replacement, design of control systems using statistical control models, and applications of improvement curve theory to systems planning and control. Prerequisite, 301.

Operations Management 443 Scheduling and Inventory Control (3)
Theory of scheduling and inventory control. Analysis of alternative scheduling and inventory systems with emphasis on the use of mathematical models and simulation. Prerequisite, 301.

Operations Management 460 Administration of Operations (4)
Administration and analysis of operations in a variety of institutional settings. Particular attention is given to analysis and decision making at the management level through the use of cases. Prerequisite, 301.

Six hours from:

Administrative Theory and Organizational Behavior 440 Organization Theory (3)
A study of concepts of power, authority, and influence; communications, delegation and decentralization, decision and planning theory; formal organization structures, group decision making, philosophy and values in business organizations, and considerations of organization as a social issue. Prerequisite, junior standing.

Admin. Theory & Organiza. Behavior 441 Advanced Organization Theory (3)
Deals with current research, measuring organizational effectiveness, planning, leadership patterns, current problems, developments in related disciplines. Prerequisite, 440.

Admin. Theory & Organiza. Behavior 460 Human Relations in Business & Industry (4)
Develops understanding of organizational behavior, with a clinical focus on basic processes and methods involved in diagnosing human situations and in taking action. Specifically concerns itself with personal, social, and organizational aspects. Case discussion and analysis of concepts and conceptual schemes. Prerequisite, junior standing.

Admin. Theory & Organiza. Behavior 463 Administrative Behavior (4)
Practice and theory in formal organizations studied through selected readings and actual cases. Emphasizes the superior-subordinate relationship at all levels. Considers the administrator's frame of reference, communication in organizations, motivation, informal organization, situational and environmental aspects, and administrative controls. Prerequisite, AD Th & Or Beh. 460 or Personnel 301.

Business Policy 470 Business Policy (4)
Case study of policy-making and administration from a general management point of view. Emphasis is on problem analysis, the decision-making process, administration and control, and continuous reappraisal of policies and objectives. Prerequisite, permission.

Business Policy 480 Business Simulation (5)
Critical analysis of integrated business policy formulation in a complex and dynamic industrial environment by means of simulation (business gaming). Prerequisite, senior standing.

Personnel and Industrial Relations 301 Industrial Relations (3)
The recruitment, selection, utilization, and development of human resources, with special emphasis on union management relations and relevant behavioral science research.

The following supplementary courses are recommended for Personnel and Industrial Relations:

Personnel and Industrial Relations 301 Industrial Relations (3)
or Admin. Theory & Organiza. Behavior 460 Human Relations (4) both described above

Personnel & Indust. Rela. 445 Personnel Methods and Theory I (3)
Job analysis, job evaluation, and wage surveys, wage and salary administration; performance standards, performance evaluation; employee services and fringe benefits.

Personnel & Indust. Rela. 446 Personnel Methods and Theory II (3)
Recruitment, selection, interviewing, testing, placement, training, research and statistics.

Personnel & Indust. Rela. 450 Industrial Relations Administration (5)
Cases, lectures, and collective bargaining simulation are used to develop administrative skill in dealing with unions. Nature of unions, institutional forces conditioning collective bargaining practices, and administrative practices dealing with unions.

Business Administration Resource Adviser: Carmencita Samuels
University of Washington Bulletin 1969/70
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Communications Supplement to the Bachelor of Arts in Psychology

Advertising and communications research are the main areas of specialization open to psychology majors interested in the general field of communications. The following positions often offer on-the-job training for those qualified through the following courses. A psychology student with an active interest in people and their opinions could qualify for:

1. Advertising research
2. Market research
3. Field interviewing
4. Public relations

Supplementary communications courses of which 150, 200, and 220 are basic:

Communications 150 The Mass Media (5)
Organization, operation, and control of the mass media in America; social functions of mass communication; characteristics of media audiences.

Communications 200 The Communication Process (5)
An examination of the functions of communication and of the use of the concept in various social sciences.

Communications 220 Legal Aspects of Communications (5)
Regulations governing publication in the mass media.

Public Relations 338 Public Relations (3)
Principles and practice of public relations in business, industry, government, and social agencies; policy and conduct as fundamentals in good relationships.

Advertising 340 Introduction to Advertising (2)
Comparison of major media; the elements of creating and producing advertising. Prerequisites, 150, 200, 220.

Advertising 348 Advertising Research (3)
Consideration of research problems and methods of investigation relevant to advertisers; emphasis on conceptualization of advertising problems in the broader context of communications processes and effects; review of existing research sources, but special emphasis on original research. Prerequisite, 200.

Communications 400 Communication Theory (3)
Analysis of the factors affecting communication and its results, including research in psychology, sociology, linguistics, and anthropology, together with significant studies in mass communications. Prerequisite, 200.

Communications 411 Mass Communications Research (5)
Recent developments in the study of mass communications content and audience, with emphasis on the printed media. Prerequisite, 150.

Communications 480 Public Opinion and Propaganda (5)
The analysis of public opinion and propaganda as a communication process. An integration of behavioral, historical, and political concepts of public opinion, progaganda, and communication. Prerequisite, 200.

Communications Resource Faculty: Britt Nederhood
University of Washington Bulletin 1970/72

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English Supplement to the Bachelor of Arts in Psychology

Suggested courses from the Department of English at the University of Washington for undergraduates who wish to supplement their curriculum leading to a Bachelor of Arts in Psychology. Such supplementary courses may aid in obtaining employment in the following areas:

1. Editor or editorial research worker in psychology, mental health, marketing or advertising
2. Bibliographer
3. Information specialist or editorial research worker
4. Investigator
5. Writer or editor of different specialities within psychology
6. Writer or editor of trade journals (publications issued by organizations and industrial concerns)

English 271, 272 Expository Writing (3,3)
Practice in writing information and opinion papers to develop easy and effective expression. 272 is somewhat more advanced. Prerequisite, freshman composition requirement or equivalent for 271; 271 for 272.

English 387 English Grammar (5)
Word forms, structures, and usages in the present-day English sentence.

English 388 Current English Usage (3)
Principles for deciding what constitutes good English in an individual's speech and writing.

English 449 English Prose Style (5)
Analysis of the traits of language that contribute to the effects of writings in prose.

English 451 Advanced Expository Writing (5)
Work in nonfiction, including short biographies, historical narrative, opinion articles. Prerequisite, 271 or 272, or permission.

English Resource Faculty: Leota GS Willis
University of Washington Bulletin 1969/70

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Forestry Supplement to the Bachelor of Arts in Psychology

This supplementary work is closely allied with one of the eight different curricula offered by the College of Forest Resources, the Outdoor Recreation Curriculum. Outdoor recreation consists of the application of biological and social sciences to the planning and management of outdoor recreational facilities as well as the interpretation of natural phenomena. Employment in the following jobs could be sought:

1. Interpretive specialist
2. Recreation manager
3. Recreation planner
4. Regional planner
5. Evaluator of effectiveness of forest service (public relations, exhibitions, etc.)

In addition to Biology 101-102 and Botany 111-112, the following courses are recommended:

Forest Resources 320 Introduction to Forest Ecology (3)
An elementary study of the ecology of forest communities. Particular emphasis on field investigations of succession and development as related to different environments.

Forest Resources 354 Field Studies--Outdoor Recreation (6)
Studies of outdoor recreation in action. An introduction to the problems of managing large recreation complexes or private, county, state, and federal lands during the period of maximum visitor use. Field trips.

Forest Resources 450 Recreational Use of Wild Lands (3)
History and philosophy of outdoor recreation development as it pertains to the natural environment. A survey of visitor needs and preferences, trends in use and objectives of outdoor recreation in a modern society. Emphasis on county, state, and national levels. One field trip.

Forest Resources 453 Principles of Interpretation (5)
A consideration of the interpretive specialist in outdoor recreation. Increasing visitor enjoyment and manipulating visitor impact through interpretation. Special emphasis on promoting visitor interest and an ecological understanding through information progress. Prerequisite, 450.

Forest Resources 454 Regulation of Recreation Areas (5)
Acquaints the student with the problems of administration and management of large recreational land areas. Includes control of public use, protection of environmental quality, determining carrying capacity, organization structure, and other administrative details. Prerequisite, 450.

Forest Resources 455 Planning and Design of Outdoor Recreation Areas (5)
The physical planning process in resource-oriented recreation and urban development. Relates both the general influences of sun, climate, access, and urban proximity, with specific site influences of topography, vegetation, soil, and water in recreation design. The laboratory includes graphic methods of communication and field trips.

Forest Resources 456 Wilderness Preservation and Management (3)
A review of American wilderness philosophies, concepts, and values. Development of the Wilderness Act. Examination of current wilderness-management policies, problems, trends in use, issues and controversies, wilderness research, social costs, and benefits of wilderness.

Forest Resources Faculty Resource: Grant Sharpe
University of Washington Bulletin 1970/72
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Music Supplement to the Bachelor of Arts in Psychology

For the student seriously interested in using music as treatment, recreation, or rehabilitation in therapeutic settings, there will be employment opportunities within the global area of "occupational therapy" in rehabilitation centers and hospitals for the physically ill and disabled; in special programs such as public schools for handicapped, socially deprived, or mentally retarded children; in private, state, federal, and community programs for the mentally ill, etc.

Such a student must be able to qualify as do music majors for private instruction in performance, i.e., he must be able to play the piano, sight read music of moderate difficulty, and carry a tune before embarking on this program.

Supplementary music courses might include:

Music 120 Survey of Music (5)
Illustrated lectures with supplementary readings to provide the general student with understanding of common forms, idioms, and styles.

Music 110, 11, 112 First-Year Theory (2, 2, 2)
A study of basic musical concepts and terminology through a program of listening, analysis, and keyboard practice.

Music 113, 114, 115 Sight Singing (1, 1, 1)
To be taken concurrently with 110, 111, 112.

Music 119 Music Fundamentals (2)

Music 136 Class Instruction: Piano (1, max. 6)

Music 137, 138, 139 Class Instruction: Voice (1, 1, 1)

Music 383 Elementary School Music (3) or Music 384 The Teaching of Secondary School Music (3)

Music 432 The General Music Class (2)

The teaching of music and its literature in nonperforming classes on the junior and senior high school level. Prerequisite, 383.

Applied Music to include not less than 3 credits in voice, nor less than 3 credits in piano, nor less than 3 credits in music ensemble to total 18 credits.

Music Faculty Resource: Paul Tufts
University of Washington Bulletin 1970/72
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Physical Education Supplement to the Bachelor of Arts in Psychology

This additional college study would prepare a student for employment in recreational leadership in municipal, county, and other tax-supported programs, as well as for positions in industrial, military, hospital, institutional, commercial, and voluntary agency recreation settings.

Supplementary physical education courses:

Recreation Education 254 Recreation Resources (3)
Directed observations of recreational resources, including general and community, public schools, youth-serving agencies, hospitals, and other institutional and industrial organizations.

Recreation Education 304 Introduction to Recreation (2)
Nature, function, and scope of organized recreation; historical background, philosophy, theories of play; leadership implications, organized play in the United States. Prerequisites, Sociology 110 and Psychology 100.

Recreation Education 324 Recreation Program (3)
Lectures, demonstrations, and reading assignments for orientation in recreation skills and techniques suitable for various age groups; classifying, adapting, and utilizing materials.

Recreation Education 334 Conduct of Recreation (2)
Leadership in operation of areas and facilities. Duties and responsibilities, personnel regulations. Motivating and conducting a diversified program. Prerequisite, 324.

Recreation Education 344 Organization and Administration of Camp Programs (3)
The educational and social significance of camping; organization of activities and problems of administration. Prerequisites, Psychology 100 and Sociology 110.

Recreation Education 354 Recreation Practicum (3)
Directed experience in recreational activities and program services for the enhancement of leadership techniques. Prerequisites, 304, 324.

Recreation Education 374 Social Recreation Leadership (2)
Methods and materials in organizing programs for social recreation.

Recreation Education 434 Administration of Recreation (5)
Practices and procedures in management and operation of areas and facilities. Duties and responsibilities, personnel regulations and staff organization. Motivating and conducting a diversified program.

Recreation Education 454 Recreation Internship (6)
On-the-job experience under agency executives and their supervisors for experiences in all phases of administration.

Physical Education Faculty Resource: Mike Hovis
University of Washington Bulletin 70/72
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Social Work Supplement to the Bachelor of Arts in Psychology

The Social Work supplement to a B. A. in psychology is closely related to the Social Welfare major in the General Studies Program which integrates selected courses in psychology, sociology, and other social sciences as preparation for a career in social work at the bachelor's level or for graduate study towards an M. S. W. degree.

Supplementary social work courses:

Social Work 391 Supervised Study (2-6 credits)
Specialized academic and field study in agencies of selected social welfare problems. Emphasis is on the nature of the clientele and their problems, the kind of services offered to them, and the place of these services in total community programs. Prerequisite, 400.

Social Work 400 Field of Social Welfare (5)
The origin, development, and present status of social service programs, with particular emphasis on the relationship of program resources, human needs, and the methods through which services are provided.

Social Work 401 Principles of Interviewing (2)
The interview as a basic method in helping people. Analysis of case records with objective of identifying processes and techniques of skillful interviewing; ways in which purpose and setting of the interview influence its nature and course.

In addition seniors might secure permission to take two graduate courses: 510 Social Casework (2) and 521 Social Group Work (2).

Other recommended courses in the social sciences:

Anthropology 202 Principles of Social Anthropology (5)
225 Community Development and Action (3)
441 Introduction to Culture and Personality (5)

Economics 200 Introduction to Economics (5)
340 Labor Economics (5)
346 Economics of Health Care (3)
445 Social Security (5)

Philosophy 110 Introduction to Social Ethics (5)
231 Philosophy of Human Rights (2)

Sociology 105 Sociology of Black Americans (5)
110 Survey of Sociology (5)
240 Group Behavior (5)
270 Social Disorganization and Deviant Behavior (5)
330 Human Ecology (5)
352 The Family (5)
362 Race Relations (5)
452 Health and Social Behavior (5)

Social Work Resource Faculty: William Berleman
University of Washington Bulletin 1970/72

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Sociology Supplement to the Bachelor of Arts in Psychology

By combining sociology with psychology students can prepare themselves for the host of jobs developing primarily for governmental agencies to implement recent educational and social legislation designed to cope with social and welfare problems. Job opportunities in administration and treatment can be found in community organizations such as:

1. Correction and treatment agencies (parole and probation, juvenile and adult; police work in community relations; residential treatment centers, prisons)

2. Community development (urban committees concerned with race relations, crime, pollution)

3. Programs for alcoholism, drug abuse, drop-outs, unemployed, etc. sponsored at the federal, state, local, and international government levels

Supplementary sociology courses:

Sociology 105 Sociology of Black Americans (5)
Evaluates the sociocultural context of the black man's environment and consequences of his interaction with that environment.

Sociology 110 Survey of Sociology (5)
Human interaction patterns shaped by ecology, social structure, and culture. Communication, family processes, social differentiation, and formal organization as integrative mechanisms. Deviance, adaptation, social change.

Sociology 270 Social Disorganization and Deviant Behavior (5)
Analysis of the processes of social and personal disorganization and reorganization in relation to poverty, crime, suicide, family disorganization, mental disorders, and similar social problems. Prerequisite, 110.

Sociology 330 Human Ecology (5)
Factors and forces which determine the distribution of people and institutions. Prerequisite, 110.

Sociology 362 Race Relations (5)
Interracial contacts and conflicts. Prerequisite, 110.

Sociology 365 Urban Community (5)
Comparative and analytic study of organization and activities of urban groups. Prerequisite, 110.

Sociology 371 Criminology (5)
Factors associated with crime and delinquency. Criminological theories. Survey of correctional facilities and programs. Visits to agencies and institutions. Prerequisite, 110.

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